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THE NONPROFESSIONAL WORKER IN YOUTH EMPLOYMENT PROGRAMS.

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THE CONTRIBUTION POTENTIALS OF THE INDIGENOUS NONPROFESSIONAL WORKER IN YOUTH EMPLOYMENT PROGRAMS ARE SEEN AS NUMEROUS. THEY CAN EFFECTIVELY HANDLE TEDIOUS OR MENIAL JOBS AND CAN RELATE WELL WITH UNDERPRIVILEGED YOUTH. WITH TRAINING IN (1) THE SOCIAL AND PSYCHOLOGICAL PROBLEMS OF YOUTH, (2) YOUTH AND THE LABOR MARKET, (3) OPERATION OF PUBLIC AND PRIVATE SOCIAL AGENCIES, AND (4) COMMUNICATION SKILLS, THE EVIDENCE INDICATES THAT THE NONPROFESSIONAL'S BACKGROUND CAN BE EFFECTIVELY UTILIZED. (SF)

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by Seymour Lesh

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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IN
YOUTH EMPLOYMENT PROGRAMS

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THE NONPROFESSIONAL WORKER IN YOUTH EMPLOYMENT PROGRAMS

INTRODUCTION

Youth employment problems are intensifying faster than we can solve them by traditional means. Walk into most youth employment agencies and note the harrassed look on the faces of many of the professionals as they scamper about with fistfuls of paper, two or more youth in tow, answering telephone calls which are demanding that more forms be filled out, and placating irate parents who want to know why the welfare department has cut off their checks just because their son is earning twenty dollars a week. Or notice the reception room with large groups of youth waiting to talk with someone, and waiting, and waiting. . . . Notice, too, the inability of some professionals to communicate with certain types of youth, and watch those youth as they leave the program embittered at, disenchanted with, and alienated from a world they don't understand and which doesn't understand them. It is our contention that nonprofessional workers, **properly trained and utilized,** can alleviate much of this chaos and waste.

The lack of acceptance of the nonprofessional is often based upon what he **cannot** do rather than on what he **can** do. Part of this stems from the title "nonprofessional" which is negative; it describes what the worker is not, rather than what he is. There is fear that disservice will be done to youth by foisting them off on well-meaning but professionally-untrained workers. One way of achieving some perspective on this issue is to look at the nonprofessional in terms of his role and the possible utilization of that role within professional disciplines. What can the nonprofessional do? And are such roles practicable within the context of preserving the professional's status and serving and protecting the youth?

In a recently completed training program[1] we found that there is a substantial role for nonprofessionals in youth employment programs; that given proper training and supervision the nonprofessional can perform, and is performing, some or all of the following duties:

> He gathers information relating to youth and their employment by visiting their homes and interviewing them and/or their parents. He acts as a reception and intake worker for new clients reporting to the agency. He assists counselors by administering structured interviews and questionnaires and discusses the findings with other staff members. He assists teachers or professional remediation workers

1 National Committee on Employment of Youth, "A Demonstration On-the-Job Training Program for Semi-Professional Personnel in Youth Employment Programs," Final Report, Dec. 1965.

tutoring individuals or small groups in reading and mathematics. He supervises groups of youth in the performance of certain maintenance, clerical or laboring tasks. He assists psychometrists in administering and evaluating a variety of tests or work samples. He canvasses employers by phone, mail or in person to locate possible job openings for youth and refers youth for interviews. He visits youth on the job or in training situations to discover progress and uncover problems. He recruits youth for the program by approaching them in the street or in areas where they congregate. He teaches specific skills in certain limited areas.[2]

These are real jobs within youth employment programs; they reflect the broad range of services which a program can adopt if patterns of personnel utilization are carefully delineated. More effective use also is made of the professional's specialized training and unique skills.

But it is not just a matter of having extra "hands" in the program or of being able to shunt off tedious or menial jobs on someone else which makes the nonprofessional valuable. He brings to a program certain attributes which, in and of themselves, make him a valuable addition to staff. In our discussion, we are referring to those youth employment programs dealing with deprived or minority-group youth, and providing outreach, counseling, remediation, work experience, vocational training, placement, or any combination of these services; and to nonprofessionals indigenous to the same neighborhood or group as the youth being served. The indigenous nonprofessional, therefore, has grown up in a milieu similar to that of the youth. Because of this, he has experienced most, if not all of the problems and frustrations inherent in that milieu. His family background, his patterns of speech, his hopes, dreams and desires, his experiences in coping with society's bureaucratic institutions, his knowledge of his neighborhood's social and anti-social alignments and biases; in effect, his "life-style" is the same in every way as that of youth growing up in distressed circumstances. And therein lies his strength. He can do what most professionals cannot do — he can **communicate,** in the broadest sense of the term, with those youth deemed "unreachable" or beyond hope by the professionals. Thus, the nonprofessional can operate as the "eyes and ears" of the program and as a "bridge" between the professional and the youth, interpreting for both what heretofore was unintelligible.

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To augment his natural attributes, that is, to complete the bridge, the

2 Ibid., These duties have been taken from a job description of "Professional Aide" (nonprofessional) developed by us and based upon actual work performed by sixty people during their training and after final placement.

nonprofessional needs to develop certain skills, to obtain certain information which will enable him to function within the program's structure and goals and to achieve a measure of self-esteem. His ability to relate to youth, despite his inherent qualities, will have to be learned, as will his relations to professionals and professional norms. And, conversely, the professional's ability to relate to him will have to be learned. This latter point is troubling administrators in the field as they often discover that there is serious lack of information on what constitutes proper tasks for **professional** personnel, to say nothing of nonprofessional tasks. Unless professionals clearly understand the objectives of a program and their roles and responsibilities within it, they will be unable to relate realistically to nonprofessionals. It is necessary, therefore, to prepare professionals for their own tasks prior to having them select, train or supervise nonprofessionals. Admittedly, this means changing old patterns of staff roles and utilization, and finding adequate time for the training. These are administrative functions or decisions which, if thoughtfully implemented, will enhance the effectiveness of a program by allowing for the differentiation of professional and nonprofessional tasks. And these tasks will determine in large measure the kinds of skills and information the nonprofessional will need, and how they will be transmitted to him.

Our experience gained in working with a variety of youth employment programs, indicates that nonprofessionals will need, among other things, some preparation in the following areas:[3]

1) **The social and psychological problems of youth.** Focusing and organizing the nonprofessional's experiences on problems related to: the family, the home, the peer group, the school, the neighborhood; problems of anti-social behavior: addiction, delinquency, probation and parole; specific problems of minority groups; poverty.

2) **Youth and the labor market.** Local labor market conditions affecting youth employment; employer standards for new workers; what youth needs to meet these standards; effect of good work habits; meaning of automation for youth.

3) **Perspectives, theory and operation of public and private social agencies.** Services and resources to draw upon; the role of the professional; the potential role of the nonprofessional; orientation to parent agency; special government-supported programs and services.

3 Ibid., pp. 22-42, for a more detailed description of these areas.

4) **Communication skills.** Techniques of observation, interviewing, reporting and evaluation; written and oral reports; dealing with professionals and youth.

In addition, they will need a practical application of these elements to synthesize the more theoretical aspects of their preparation. Experience has shown that in order for learning to take place there has to be active participation of the learner. In this respect, nonprofessionals are no different from anyone else when it comes to training. However, theoretical or vicarious learning can take place for nonprofessionals only after a certain amount of success has been achieved in practical learning. For this reason, on-the-job training is the key element in preparing nonprofessionals to work with youth. It is the means by which relatively abstract knowledge is translated into practical terms; it is a time for trying out unused skills and developing new skills in a protected setting. A real learning experience is, of course, essential; one can not be successful and use tasks of a make-work nature. Nonprofessionals, as all workers in the field, need to have direct contact with the youth being served. And they need to perform a variety of tasks in order to test themselves in different situations. Again, as with anyone in a new situation, the nonprofessional learns best by starting with relatively simple tasks and proceeding to the more complex.

The broad subject areas listed earlier are more easily understood and assimilated by the nonprofessional when related to experiences gained on the job. The nonprofessional, himself, can recommend specific facts and material he needs in order to do his job properly. Thus, whether training be formal or informal, an atmosphere which is at once **flexible** and **demanding** should be fostered. **Flexible** because each nonprofessional worker will need different things at different times with varying degrees of intensity; each will have had different experiences on the job, leaving much leeway in training to the awareness of the supervisor. **Demanding** because the nonprofessional worker needs to understand his responsibilities to youth and to the program, and that his greatest asset—that upon which his employment is based—lies within the **disciplined** application of his own resources.

SUPERVISION

The role of the nonprofessional's supervisor (or trainer) is difficult, then, because he too must be both flexible and demanding, because he must allow the nonprofessional to achieve a degree of independence within the limits of nonprofessional responsibilities.

The nonprofessional worker, at least when first hired, needs a highly structured situation in which he can perform his tasks effectively. While he can be extremely resourceful within his given areas of functioning, his previous work experience, largely in unskilled occupations, limits his ability to

work successfully without direction. Few, if any, nonprofessionals will have had "white collar" jobs, and they will tend to associate the role of a supervisor with that of a foreman in a production situation. Instead of the give-and-take of a supervisor-nonprofessional relationship, the worker will expect to be told what to do and how to do it. The sophistication, discipline and self-confidence required to work in an unstructured atmosphere will have to be learned, and the supervisor must establish the kind of relationship with the nonprofessional which will result in achieving that learning. Whether the nonprofessional acts independently or as a member of a team, his proper utilization is based on the role prescribed by the program and the supervision provided by the professional staff. While these are broad guidelines of supervision applicable to all workers, for the nonprofessional, supervision becomes the make-or-break element because his job description will be different from any previous worker's description and, therefore, supervisory techniques will have to be somewhat different from those used with professionals or graduate students.

The nonprofessional should have one person to whom he can turn for direction and guidance and a base to which he can return for support and instruction. This does not preclude his working with a number of professionals, but it does imply that one person will be responsible for the way in which his work is assigned and carried out and for the way in which other professionals deal with him. If his place in regular agency or program operation is not clear to him and to other personnel there is the danger that his job will deteriorate into unrelated and meaningless assignments. In the case of a new program where all staff are learning their jobs, supervision of nonprofessionals becomes difficult, but could be incorporated as part of the training of professional staff.

The nonprofessional should be encouraged to discuss methods and techniques for dealing with his own job within the agency as well as with the target population. Again, through an adequate understanding of his own role, he can function better with those in need of service.

Our experiment in the use of nonprofessional workers indicates that supervisory time, as with all workers, must be extensive in the beginning, but as the worker becomes more familiar with his role, time can be reduced in most instances. We found that where a thoughtful supervisory program has been established, the nonprofessional has been much freer to admit his inability to cope with various problems and to seek the necessary help than in those cases where supervision is provided haphazardly. The regularity of supervisory conferences depends upon each program, but for the nonprofessional these conferences should be held no less frequently than conferences with other staff.

SPECIAL CHARACTERISTICS

It is easy to overlook or forget that what the nonprofessional brings to a program is a background of poverty, minority-group membership and discrimination. The prior work experience of those nonprofessionals we trained was generally as unskilled factory hands, porters, maintenance men, delivery boys or other dead-end positions. Female nonprofessionals generally had been employed as domestics, laundry workers, and the like. Placed in a situation where suddenly they had new status and different roles, it was extremely difficult for them to retain balance. One of the more difficult tasks for those programs in which we placed people was how to ensure that the nonprofessionals maintained their identity and contact with the target population and, at the same time ,understood, but did not overidentify with, the middle-class orientation of most professionals. In a few instances, nonprofessionals tended to overidentify with the clients. This, too, poses a difficult problem.

While many facets of this problem can be coped with in supervision and training, a few can be precluded by a careful recruitment and selection process. By careful we don't mean "creaming," but rather an emphasis on the human element, that is, selecting nonprofessionals on the basis of their ability to relate to many different kinds of people and on an ability and willingness to innovate in a field not known for its dogmatic methodology. The ability to innovate is important when dealing with disadvantaged youth. Often programs will not have the best facilities or materials for dealing with particular problems. For example, we experienced the case where, after only a half-day training session on remedial techniques, a nonprofessional trainee began teaching a youth to read better in a room devoid of newspapers, magazines, books, and blackboard. With only a pencil and paper she was able to make astonishing progress with the youth. After talking with the young man for some time, she found out that his major interest was in playing basketball. She tore what little paper she had into many small squares and printed on each one a single word the youth had used when talking about basketball. She had him look at all the words and then pick out groups of words to make simple sentences which he could understand. As the youth became surer of himself, the worker gradually added more words to the pile—words the youth had used. He became so fascinated with the "game" of learning to read that the worker had to insist they stop after two hours—she was exhausted. Despite lack of materials, she utilized what she had learned in a way which many people could not. And it is this ability to innovate which is so important in selecting nonprofessionals.

RECRUITMENT

Just stating that nonprofessionals will be used does not answer the questions of where they will come from nor how the desired characteristics can be identified. The recruitment of nonprofessionals will be different from the recruitment process for other workers. A number of sources can be tapped for locating potential nonprofessionals, some better than others, depending upon local conditions and the program's influence in the commuNtiy. For one program, the public employment service might be best, for another, street-club workers or church groups. But whatever the major sources, potential nonprofessionals will have to be sought after. It is unlikely that they will voluntarily approach an agency or program and ask for a job. Restrictions as to education, training and experience have eliminated from their thinking the possibility that the social service fields might be open to them. And up to very recently they were right. So they must be "found."

In our experience the following resources were helpful:

1) **The State Employment Service,** particularly those local offices which are located in disadvantaged areas of the city or community, or in those areas being served by the program. Local offices which specialize in referring applicants for training or retraining under the Manpower, Development and Training Act are also extremely useful. Applicants who are referred there for training or who apply on their own have one basic advantage over other people; they have recognized (or have been made to recognize) that they need to explore other fields of work. Employment service interviewers at local offices can perform preliminary screening for the program and can provide program staff with another view of the applicant. It is important to elicit each employment interviewer's personal evaluation of the applicant to determine if they understand the goals of the program and the criteria for selection.

2) **Public and private social agencies,** especially those serving populations similar to the program's youth population. They will have contact with local people who may have worked for the agency either on a paid or voluntary basis. This kind of referral is useful for two reasons. First, it provides the program with an excellent preliminary screening device which can save considerable time in the selection process and, secondly, it involves other agencies with the youth employment program. This involvement makes for allies who can be called on for help in other situations. They are, in effect, committed to the program and are excellent sources for supportive services.

3) **Neighbors and acquaintances of present nonprofessional workers** are good employment risks. In any field, employees who believe in their jobs will usually be extremely careful about whom they will refer to their employer as potential co-workers. Then, too, in the course of living and

working in the community, they are likely to meet people capable of working well with youth, and they often can identify intuitively those people who are desired by the program. They can spot the "phonies" who give the right answers to questions but who, for their own needs, tend to exploit people.

There are numerous other sources for recruiting non-professionals such as advertising, local schools and their associations, housing organizations, and religious institutions. However, agencies and individuals referring applicants must understand the goals of the program, its plan of operation and its basic criteria for hiring. A poor referral is a waste of staff time and a disappointment for the applicant. As more and more contact is achieved with referral sources, staff will have to deal with changing concepts of the program. This is an ongoing process which, if handled properly, will cement relations with those sources and, conversely, if the process is ignored, the program can expect confusion, misinterpretation of goals and referral of unqualified applicants.

Selection

Many different kinds of people can be utilized in youth employment programs, and each can contribute valuably no matter what his or her experience and achievement has been in the past. However, not everyone from a minority group or from a poverty neighborhood is suitable for, or will be willing to do this kind of work. The purpose of an intensive recruitment process is to ensure that those who are suitable and willing have an opportunity to apply.

People indigenous to a disadvantaged neighborhood or group, as described earlier, have certain inherent characteristics which make them useful in working with youth. In addition to these characteristics the selection process should be concerned with identifying those who want to be part of society even if, at present, it is the worst part; who stand out as a father, mother or family member; who indicate a benevolence toward youth; who evidence attachment rather than disattachment toward people; who have potential leadership qualities and a reasonable measure of social maturity. The greatest intellect is not called for; attitude, maturity and motivation are the important characteristics to be sought.[4]

Education, in particular, has been, and continues to be, the major barrier for nonprofessionals seeking work in a human relations field as it is in much of private industry. For many professionals, nonprofessional means someone with a bachelor's degree in one of the social sciences, some related work experience and a stated desire to go on for an advanced degree. Happily, there are enough professionals and agencies willing to accept far less in the way of formal education. We found that level of education need

4 We are indebted for this formulation to Dr. Richard Brotman, Division of Community Mental Health, Department of Psychiatry, New York Medical College.

not be used as a criterion for selection when consideration is given to those characteristics cited above. Correlation between formal education and job performance is inconclusive. Most nonprofessionals with comparatively high levels of education are doing well on the job. Most of those with less formal education, however, also are doing well on the job. This seems to indicate that while education may be helpful, there are other, more pertinent, factors which lead to satisfactory job performance. We found that an alternate correlation seems to be a great deal more applicable. That is, when a nonprofessional was hired by an agency and performed well on the job, he was then likely to seek formal education as a means for upgrading in the field.

Some programs using nonprofessionals have found that, at times, education plays a negative role in the performance of a job. It may actually hinder certain kinds of relationships with youth by creating an inflated sense of self-importance or pseudo-professionalism in the nonprofessional.

Assuming then that educational requirements are left flexible, how can youth employment programs identify the amorphous characteristics so important to the job performance of the nonprofessional? In our experience, tests proved to be almost totally useless when applied to the kind of population we were considering. Only gross deficiencies showed up and these were more easily identified in a personal interview. We used a reading, writing and comprehension test which was useful in determining literacy levels of each applicant. However, if the applicant grasped major concepts and could express them (orally or in writing), whether grammatically correct or not, then he was considered a good risk for the program. His true verbal skills could not be assessed by the tests.

We used a lengthy personal interview with many open-end questions that allowed the applicant to express himself on a variety of topics and that gave important clues to his attitude, motivation and maturity. Standard information dealing with the applicant's education, work history, health, etc., was also gathered at this time. Each applicant's answers were later summed up by the interviewer on a separate form and presented in a case conference with all staff. The interviewer answered questions posed by staff about the applicant's characteristics and background. A decision to accept or reject an applicant was made by all staff. In some instances a second interview was conducted by a different staff member to clear up certain unsettled questions.

There are any number of other ways the selection might be made, but above all, the interviewer must be aware of the nature of the cultural background of the applicant. He must listen to what the applicant is saying and determine whether the words being used by both are understood in the

same way by both. The street talk, poor grammar or accent of the applicant may conceal a worker really needed by the program — one who can talk and listen to youth and their families.

Upgrading

Achievement of professional status depends upon extensive formal education; there are limited possibilities for reaching the professional level without advanced degrees. As professions achieve certified status, new people coming into the fields are required to have more and more graduate training. There are few, if any, alternate routes to professional status. This means that a permanent gap exists between the professional and nonprofessional, the only bridge across that gap being formal education. And there is little being done to provide upgrading within the nonprofessional's role. Too often "nonprofessional" is seen as a single category of worker, with no gradations and no chance for advancement. Some nonprofessionals may be satisfied to remain at the entry level, with only periodic salary increases as they gain experience and seniority. But others will need the opportunity to expand their knowledge and increase their skills so that they may assume greater responsibility and earn more. If nonprofessionals are given appropriate supervision, direction and opportunity for additional training, youth employment programs will find they can develop highly skilled workers. For these people, a hierarchy of nonprofessional jobs could be developed, each with a different level of responsibility and concomitant remuneration. For example, a program might consider some or all of the following categories:[5]

1) NONPROFESSIONAL — new worker, no minimum educational requirements, needs constant training, orientation and supervision, may do some elementary information gathering in the field or act as escort for youth, can be promoted to subprofessional level.

2) SUBPROFESSIONAL — needs continued training and supervision, may do reception and intake work, preliminary screening of youth, make telephone contacts, and other such tasks, can be promoted to semi-professional level.

3) SEMI-PROFESSIONAL — needs training and supervision but on a less intensive basis, may do extensive field work, data collection in the community, make family contacts, direct the performance of a work crew, may assist in the supervision of lower levels, can be promoted to assistant or aide if obtains required academic or experiential credit.

5 This hierarchy of jobs is based in part on Pearl and Riessman's model for new careers in education in which they propose: Supervisor, Teacher, Associate, Assistant and Aide. See Arthur Pearl and Frank Riessman, **New Careers for the Poor: The Nonprofessional in Human Service**, The Free Press, New York, October 1965, pp. 55-74.

4) ASSISTANT/AIDE — has two years of college or equivalent experience working with youth, may do preliminary counseling, may administer structured questionnaires, may assist remediation instructor, may make employer contacts, may assist researchers in data gathering or interviewing, helps supervise all lower categories, can be promoted to associate if obtains required academic credit.

5) ASSOCIATE — has bachelor's degree with major in one of the social sciences, assists professional in all major functions, helps supervise all lower categories, may perform all or part of the administrative and reporting functions for the professional, performs those tasks which cannot be handled at lower levels but which are still below the professional level, can achieve professional status by obtaining required graduate credits.

6) PROFESSIONAL — has a graduate degree and/or certification in one of the social sciences, responsible for overall training of others, responsible for supervising the work of all others, delegates work to the appropriate personnel, deals personally with the more serious problems of youth which require his special skills.

With such a structure a youth employment program could hire staff at all levels, but more important, it could provide the opportunity for nonprofessionals to advance to whatever level they were capable of achieving. There would be a clear-cut system of rewards for work well done, a system which could be understood easily by the nonprofessional. And it would increase the effectiveness of the professional; he would be free to spend more time on his truly professional duties: supervision, training, and handling the serious problems.

However, whether such a structure is used or not, those nonprofessionals indicating a desire and aptitude for moving into professional ranks should be allowed to exercise their option to do so. Programs which hire nonprofessionals should consider the possibility of providing scholarships, fellowships or stipends to enable qualified personnel to upgrade their educational levels. Agreements with colleges and universities might be developed allowing for advanced placement on the basis of experience gained on the job. Information on, and aid in, preparing for Proficiency Examinations could be made available by the program. Or, an agency might induce local colleges, particularly community colleges, to develop new curricula and different screening and selection criteria. Those nonprofessionals not possessing high school diplomas could be encouraged and coached to take equivalency examinations.

For a few people such procedures would enable them to reach a professional level and would be one more way for dealing with the shortage of professional workers. Most nonprofessionals who opt for further formal

education will not reach the professional level, but whatever level they reach, the opportunity for self-improvement will affect all aspects of their lives. It will mean movement within the program and within the field. As they advance on the job or move out to other agencies or fields, there will be continuing opportunities for others to enter and advance. There will be created, in effect, a large group of people able to work in human services at all levels of need.

Conclusion

Community acceptance of the relatively new social service professions has been too slow for too long. This, more than any other factor, has led to adverse criticism of the use of nonprofessionals. Fears are expressed that if tasks once performed by professionals are turned over to nonprofessionals there will be an accompanying loss of status for the professionals as well as a "watering-down" of services to youth. There is, of course, the obvious defense that the increasing shortage of professional workers in the face of demand for increased services has created the need for new kinds of workers. However, let us consider the problem from two other standpoints, namely: (1) What is a nonprofessional? and (2) What is a professional?

1) The nonprofessional has been described in this paper as a person who comes from the same milieu as that of the clients being served by the program. As such he can communicate with those clients not responsive to present professional training or techniques. He differs from production and service workers who are not professionals because he works as part of a team with professionals, he has an opportunity to contribute to policy, he has a career opportunity within the work he is doing, and he is chosen without regard to academic or similar credentials. His very name signifies his function and his limits: he is an aide, an assistant, a **non**professional — he is **not** a professional. He should **not** be used in lieu of a professional when the job to be done clearly calls for someone trained in a specific discipline. He is **not** out to take over the professional's role, but rather to enhance that role and make the professional more valuable to youth, to the program, and ultimately to society.

2) Sociological definitions of what constitutes a profession and a professional vary in many ways, but each incorporates some or all of the following factors: prolonged training, autonomy, expertise, an ethical code, community sanction, a service ideal, and responsibility in the use of the special competence. The sum of these factors indicates that the specialized training and unique skills of the professional must be aimed at the best possible service to his client. There is a clear mandate that he use whatever competence and resources he can muster to provide that service. There is a further responsibility inherent in the meaning of professional. Because

of his store of knowledge and technical skills, his efforts should be devoted to exploring and extending the boundaries of his field while others perform those routine duties for which he has prepared them. In other words, it is incumbent upon the professional to pass on, to teach, to train others in those tasks and techniques which no longer require the same degree of expertise which once they did.

Summary

We have shown that there are roles for nonprofessionals in youth employment programs. We have taken the position that these roles can enhance the work of programs by freeing professionals to exercise their unique skills more fully. In addition, we have noted some of the special characteristics of indigenous nonprofessionals which make them valuable staff members. We have suggested some ways in which nonprofessionals may be recruited, selected, trained and supervised, and have indicated some of the problems to be considered. The foregoing are in no way complete or all-inclusive and are intended only as a guide or stimulant for further investigation. Each youth employment program, perhaps using some of the concepts and categories noted in this paper, will have to develop its own approach to the question of using nonprofessional staff.

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